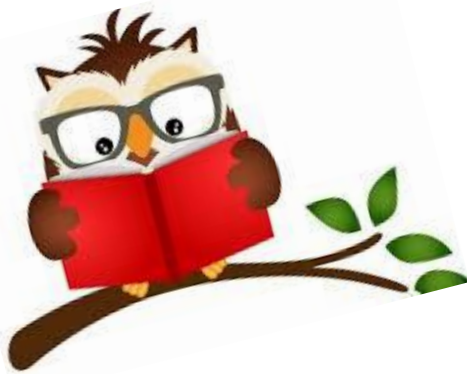
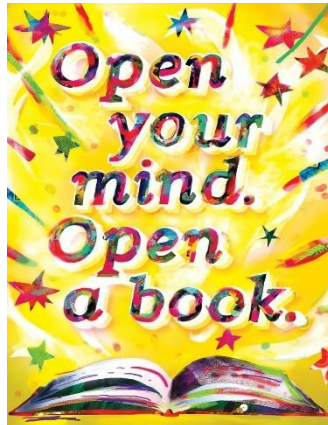


Carlyle



Infant & Nursery Academy



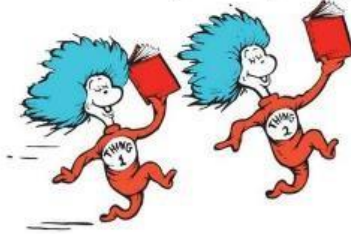
Reading Information

Booklet for Parents



THE HARMONY TRUST
BELIEVE • ACHIEVE • SUCCEED

The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Introduction

Reading is an important skill which aids learning across all curriculum areas. At Carlyle Infant and Nursery Academy, we are dedicated to ensuring that all children enjoy reading as well as becoming fluent, confident readers. We understand the importance of creating parent partnerships and have included in this booklet some information about how we teach reading in school and how you can support reading at home.

Please find in this leaflet:

- Harmony Read Achieve Succeed Pledge information
 - Reading at school
- VIPERS (our reading helpers!)
 - Reading at home
- Useful links and websites

Read Achieve Succeed



THE HARMONY TRUST

READ • ACHIEVE • SUCCEED

Read Achieve Succeed (RAS) initiative was launched in December 2016. The aim was to raise the profile of reading across the Trust and develop a lifelong love of reading within our children. The initiative also aligned itself with the trust priority to raise the outcomes in reading for all pupils regardless of their need or circumstance.

This initiative is now a commitment within all our Academies who ensure that the vision, strategy and operation of the initiative is communicated effectively to ensure that all children are engaged in this trust wide priority.

The initiative includes various aspects and activities some of which are highlighted below:

Pledge to give all children a book of their choice. Each academy to organise an event to celebrate reading.

CEO Reading – the CEO will read with children on a weekly basis. This is on a rotational basis with one academy per term taking part.

Author events planned centrally, at least one per term in each hub, with children attending from a range of year groups.

Reading Volunteers – Commitment to develop an army of reading volunteers. We would like to develop links with secondary schools across both hubs. Parents and volunteers will also be engaged to ensure pupils are getting the maximum number of opportunities to read widely and often.

Work with Literacy Trust – Young Readers Programme.

Reading at school

- Guided reading - reading in a small group with the teacher. This includes using our VIPERS to help discuss, make predictions, and understand the text.
- Sharing books - reading to children.
- Reading opportunities in all curriculum areas and in daily routines and activities, as an integral part of the school day.
- Daily phonics.
- Individual reading with a teacher, TA or volunteer.
- Thematic learning with topics and books chosen to develop interests and pleasure in reading.

Reading at home

- Establish a regular time and place for daily reading, such as before bed.
- Share stories together, or read alternate pages to help keep your child engaged.
- Keep a variety of reading materials available (picture books, fiction, non-fiction, chapter books, atlases, dictionaries, magazines, newspapers, join the library and visit regularly).
- Make sure there is plenty of paper and writing tools in places that children can reach.
- Role models - share your own experiences of books (eg. talking about favourite book) and read yourself - children will want to follow your example.
- Lots of talk! Ask questions encouraging children to think and make predictions about what they are reading.
- Play word games/ board games.
- Involve children in reading/writing for specific uses as well as pleasure (eg. shopping lists)
- Respond positively to children's reading and writing.
- Talk about the books! There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.



The children are introduced to our VIPERS owls when they start in EYFS. These characters help to develop skills needed for comprehending and enjoying a story. They promote discussions and help children to focus on developing reading skills beyond word-level.

Vocabulary Victor



Draw upon knowledge of vocabulary in order to understand the text

- What does the word mean in this sentence?
- Find and copy a word which means
- Which word in this section do you think is the most important? Why?
- Can you think of any other words the author could have used to describe this?

Inference Iggy



Make Inferences from the text

- Why was feeling
- Why did happen?
- Why did say.....?
- Can you explain why.....?
- What do you think about
- How does make you feel?

Prediction Pete



Predict what you think will happen based on the information that you have been given

- Look at the cover/title/blurb - what do you think this book will be about?
- What do you think will happen next? Why?
- What is happening? What do you think happened before? What do you think will happen after?
- What might the character do or say next?

Explanation Effi



Explain what has happened so far in what has been read

- Who is your favourite character? Why?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?
- Explain the key events in the text.

Retrieval Raiyan



Identify and retrieve the key information from a text

- What kind of text is this?
- Where/when/who did.....?
- What happened when.....?
- Why did happen?
- What happened to.....?

Sequencing Sheena



Sequence the key events in a text

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Home reading books

- Look at the front cover, back cover and pictures to engage children.
- Encourage children to point to the words as they read.
- Give children time and encouragement to have a go at reading independently.
- If they are stuck on a word support them with reading it rather than telling them (see attached sheet for strategies).
- Make the experience interactive by asking questions about the story, the pictures and what they think of the characters – focus on comprehension as well as word decoding.
- Encourage children to spot any spellings they are learning (esp. tricky words which they cannot sound out e.g. the, you, was).



Reading records

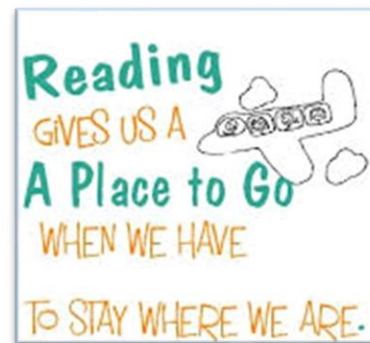
Comments from parents are useful to let the class teacher know how a child is getting on with reading at home. Here are some suggestions of what you could comment on:

- Did the child enjoy the book?
- Can the child remember the story?
- Is the child reading the text or just using pictures for clues?
- Does the child understand the meaning of the text or are they just decoding the words?
- Is the child confident to attempt new words?
- Does the child recognise their mistakes and self-correct?
- Does the child recognise many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?



Advice if reading becomes a challenge at home

- Offer a different reading material (eg. magazine, internet)
- Encourage reading at different times of the day/week
- Buy/borrow books on tape to listen to together at home, in the car, in the background during dinner time! Then discuss the story and discuss
- Maintain the flow- if your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.
- Be positive- if your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
- Share the problem with your child's teacher!



Useful websites

BBC Teach

Animations of some of the best-known traditional nursery rhymes, many sung by BBC Children's TV presenters, with music that your children will love! They're an ideal resource to support a range of Early Years objectives, whether used in a nursery, reception class, or at home. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwgdqwx>

Booktrust

Booktrust is an independent charity that works to bring together readers and books. It runs the books for babies project Bookstart, funded by Sainsbury's. The site includes lots of information on books for children and adults, and book prizes as well as interactive books to read together. www.booktrust.org.uk

Phonics Play

A useful website featuring free resources for KS1 (and the option of subscribing) <https://www.phonicsplay.co.uk/>

Oxford Owl

A free eBook library to help children aged 3-11 to develop their reading skills at home. You'll find books from Oxford's most popular primary school brands including Oxford Reading Tree and Read Write Inc., as well as stories from our Read with Oxford range, all available for free. <https://home.oxfordowl.co.uk/reading/free-ebooks/>

Reading Rockets

Reading Rockets is a national project that offers a wealth of research-based reading strategies and activities designed to help young children learn how to read and read better. <https://www.readingrockets.org/>